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ABSTRACT

This vocational program guide is intended to assist in the organization, operation, and evaluation of a program in fashion marketing in school districts, area vocational centers, and community colleges. The following topics are covered: program content (job duties of wholesale and retail clothing salespersons and curriculum framework and student performance standards); facilities (design criteria, suggested equipment and supplies, and safety); personnel considerations (the student learning guide, student organization participation, teacher certification, and professional organizations and support services); and instructional resources (sources of print and audiovisual materials and software, teacher-recommended materials, and periodicals). A sample student learning guide is appended. A Career Merit Achievement Plan (Career MAP) for use in recording the progress of students enrolled in a fashion marketing program is packaged with the program guide. Included in the Career MAP are a list of relevant job titles, overview of the MAP and directions for using it, guidelines for rating student performance standards, and charts detailing the various subcompetencies of the fashion marketing skills and work environment readiness skills covered in the fashion marketing program. (MN)

ED 85

FLORIDA VOCATIONAL PROGRAM GUIDE FOR

FASHION MARKETING

U.S. DEPARTMENT OF EDUCATION
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FLORIDA VOCATIONAL PROGRAM GUIDE FOR

FASHION MARKETING

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education
Bureau of Vocational Program and Staff Development

July 1990

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INTRODUCTION

The *Florida Vocational Program Guide for Fashion Marketing* has been developed to provide information that will be useful to local administrators, regional coordinating councils, teachers, and others charged with the responsibility of offering vocational education training in Fashion Marketing in school districts, area vocational centers, and community colleges. The final planning, implementation, and evaluation of any educational program, however, must be done within the context of local conditions and local needs.

Many of the issues involved in the creation and maintenance of a vocational education program are generic to all subject areas; these issues are addressed in detail in the *Florida Vocational Program Implementation Guide* (FVPIG), **which should be considered as an essential companion to this document.** The FVPIG contains information on the following:

- the importance of as well as development strategies for student learning guides
- information addressing concerns about program planning and implementation
- teacher requirements, updating, and certification
- program-evaluation requirements
- in-depth program component description

This *Florida Vocational Program Guide for Fashion Marketing* will serve to identify particular considerations in the organization, operation, and evaluation of this specific vocational education program.

This program guide will help ensure program equivalency. Fashion Marketing programs, if implemented throughout Florida according to the criteria described in this document, will help many citizens fill important roles in our state and national work force.

PROGRAM CONTENT AND STRUCTURE

The content of the Fashion Marketing program is based on occupational competencies and employability skills required for entry into the fashion retail- and wholesale-sales industries. The basic content of this program is described in the Florida Curriculum Framework and Student Performance Standards (SPSs).

The Fashion Marketing program includes learning experiences, both classroom and practical, that supply students with career information and job requirements for fashion retail- and wholesale-sales occupations. This program provides students with an initial exposure to the skills and attitudes associated with careers in related fashion-marketing occupations. The basic skills and attitudes related to these occupations are indicated as intended outcomes in the Curriculum Framework in this guide.

Job Title and Description

Job Title: Salesperson, Sales Associate

Description: Performs tasks such as selling, stockkeeping, merchandise arranging, stock handling and protection, display and promotion, and inventory control in retail, wholesale, and manufacturing establishments primarily engaged in fashion marketing.

Curriculum Framework and Student Performance Standards

Program objectives and content should be consistent with the Vocational Education Program Course Standards as approved by the Florida State Board of Education. Provided on the following pages are the Curriculum Framework and Student Performance Standards for Fashion Marketing courses as listed in the official Vocational Education Program Courses Standards document. Since these SPSs are continually updated, you should check each year with your district marketing education supervisor or county vocational director and the regional program specialist for a current version.

CURRICULUM FRAMEWORK

PROGRAM AREA: Marketing

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1990

PROGRAM TITLE: Fashion Marketing

CODE NUMBER: Secondary 8806000 Postsecondary CTE0990

Florida CIP 0208.010200

SECONDARY SCHOOL CREDITS 2 COLLEGE CREDITS ___ POSTSECONDARY ADULT VOCATIONAL CREDITS x

APPLICABLE LEVEL(S): ___ 7-9 ___ 9-12 x Postsecondary Adult Vocational

___ Postsecondary Vocational x Other 10-12, 30, 31

CERTIFICATION COVERAGE: RETAILING 7; DIST ED @7; TEACH CDE @7; MKTG 1 2

I. **Major Concepts/Content.** The purpose of this program is to prepare students for employment as salespersons, general merchandise (279.357-054), or to provide supplemental training for persons previously or currently employed in this area.

The content includes, but is not limited to, selling, buying, transporting, storing, advertising, displaying, and financing goods and services in the fashion marketing industry.

Listed below are the courses that comprise this program when offered at secondary level:

8806010 Fashion Marketing 1
8806020 Fashion Marketing 2

II. **Laboratory Activities.** Laboratory activities are an integral part of this program. Retail store merchandising activities should be provided.

III. **Special Note.** The Distributive Education Clubs of America is the appropriate vocational student organization for providing leadership training experiences and for reinforcing specific vocational skills. When provided, these activities are considered an integral part of this instructional program.

The cooperative method of instruction is appropriate for this program. Whenever the cooperative method is offered, the following is required for each student: a training agreement; a training plan signed by the student, teacher, and employer, which includes instructional objectives and a list of on-the-job and in-school learning experiences; a workstation that reflects equipment, skills, and tasks which are relevant to the occupation the student has chosen as a career goal. The student must be paid for work performed.

If this program is offered for 450 hours or more, in accordance with **Section 233.0695, F.S.**, the minimum basic skills grade levels required for this postsecondary adult vocational program are: Mathematics 6.0, Language 7.0. Each grade level number corresponds to a grade equivalent score obtained on a state-designated basic skills examination.

The typical length of this program for the average achieving student is 300 hours.

The particular outcomes and student performance standards which the handicapped student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in subsequent IEPs. The job title for which the student is being trained must be designated in the IEP.

IV. **Intended Outcomes.** After successfully completing the program, the student will be able to:

01. Demonstrate employability skills.
02. Demonstrate the human relations skills necessary for success in marketing.
03. Demonstrate communication skills.
04. Perform merchandising math operations unique to Fashion Marketing.
05. Demonstrate basic economic principles.
06. Demonstrate merchandising skills.
07. Utilize effective selling techniques and procedures.
08. Practice marketing operational techniques.
09. Apply product and service technology.
10. Plan a career objective in the field of fashion marketing.
11. Demonstrate an understanding of entrepreneurship.
12. Operate computers utilizing marketing software.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1990

PROGRAM AREA: Marketing SECONDARY NUMBER: 8806000

PROGRAM TITLE: Fashion Marketing POSTSECONDARY NUMBER: CTE0990

01.0 DEMONSTRATE EMPLOYABILITY SKILLS--The student will be able to:

- 01.01 Conduct a job search.
- 01.02 Secure information about a job.
- 01.03 Identify documents that may be required when applying for a job.
- 01.04 Complete a job application form correctly.
- 01.05 Demonstrate competence in job interview techniques.
- 01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons.
- 01.07 Identify acceptable work habits.
- 01.08 Demonstrate knowledge of how to make job changes appropriately.
- 01.09 Demonstrate acceptable employee health habits.
- 01.10 Demonstrate businesslike appearance.

02.0 DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING--The student will be able to:

- 02.01 Develop and use a personality inventory for personal improvement.
- 02.02 Exhibit the ability to get along with others.
- 02.03 Exhibit courtesy to customers, co-workers, and supervisors.

03.0 DEMONSTRATE COMMUNICATION SKILLS--The student will be able to:

- 03.01 Demonstrate telephone etiquette.
- 03.02 Speak effectively to customers, co-workers, supervisors, and vendors using proper grammar and terminology.
- 03.03 Demonstrate good listening skills.
- 03.04 Write a business letter and a thank-you note.

04.0 PERFORM MERCHANDISING MATH OPERATIONS UNIQUE TO FASHION MARKETING--The student will be able to:

- 04.01 Perform addition, subtraction, multiplication, and division.
- 04.02 Complete problems using percentages, decimals, and fractions in sales transactions.
- 04.03 Demonstrate procedures for making change, approving credit, and accepting and approving a check in a sales transaction.
- 04.04 Calculate markdown on merchandise.
- 04.05 Calculate markup on merchandise.
- 04.06 Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss-leader pricing.
- 04.07 Calculate stock turnover.
- 04.08 Calculate discounts and terms of sales on an invoice.
- 04.09 Calculate sales productivity.

04.10 Calculate sales per hour.
04.11 Calculate average items and average dollars per transaction.
04.12 Demonstrate procedures for opening and closing a terminal bank.

05.0 DEMONSTRATE BASIC ECONOMIC PRINCIPLES--The student will be able to:

05.01 Describe the channels of distribution.
05.02 Explain the role of marketing in the free enterprise system.
05.03 Explain the role of the profit motive in the marketing of fashion products.
05.04 Identify the functions of marketing.
05.05 Explain the elements in the marketing mix, including price, product promotion, and place.
05.06 Identify current trends that have developed in fashion marketing in the past ten years, including the fashion cycle and forecasting, and the importance of these trends on fashion merchandising.
05.07 Describe the concept of supply and demand.

06.0 DEMONSTRATE MERCHANDISING SKILLS--The student will be able to:

06.01 Perform basic stockkeeping techniques, such as sorting by color, size, and/or classification; using the appropriate hanger; and cleaning merchandise fixtures.
06.02 Demonstrate initiative in maintaining stock, as in tasks such as rehanging merchandise, studying hangtags, and restocking merchandise.
06.03 Demonstrate the sales-promotion technique of locating advertised merchandise on the selling floor.
06.04 Take merchandise inventory.
06.05 Assist in the planning and presentation of fashion shows; include steps, purposes, and types of shows.
06.06 Assist in the preparation of merchandise displays, including design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.
06.07 Plan a promotional campaign for a fashion product or line to include several media, a promotional mix, and evaluation of effectiveness.
06.08 Demonstrate ability to follow a floor plan.

07.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES--The student will be able to:

07.01 Demonstrate an effective sales presentation, to include steps of sale; consumer buying motives; approaches through greeting, merchandise, and service; proper time to approach a customer to open sale; feature-benefit analysis; closing the sale; and suggestion selling.
07.02 Handle different customer types, such as the casual looker, the decided customer, and the undecided customer.
07.03 Demonstrate completing the sales transaction, including method of payment; the proper way to fold, wrap and bag merchandise after sale; and taking leave of the customer.
07.04 Demonstrate methods of building customer clientele and repeat business, including customer call files, appointment selling, etc.

07.05 Perform comparative shopping and critique others' levels of customer service.
07.06 Demonstrate appropriate product knowledge.

08.0 PRACTICE MARKETING OPERATIONAL TECHNIQUES--The student will be able to:

08.01 Practice accident prevention in work situations.
08.02 Demonstrate receiving and checking techniques.
08.03 Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.
08.04 Identify procedures for and demonstrate employees' role in preventing internal loss.

09.0 APPLY PRODUCT AND SERVICE TECHNOLOGY--The student will be able to:

09.01 Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise.
09.02 Demonstrate fashion principles in the merchandising of fashion products.
09.03 Identify different types of fabric construction.
09.04 Identify natural and man-made materials utilized in fashion products, including finishes and care techniques.
09.05 Identify designers who have had a major influence on fashion.
09.06 Identify past, present, and future styles of fashion products.
09.07 Explain the importance of brand names in marketing fashion products.

10.0 PLAN A CAREER OBJECTIVE IN THE FIELD OF FASHION MARKETING--The student will be able to:

10.01 Develop a plan for pursuing a specific career in fashion marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.
10.02 Demonstrate the competencies required at entry level in a chosen fashion marketing position.

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP--The student will be able to:

11.01 Define entrepreneurship.
11.02 Describe the importance of entrepreneurship to the American economy.
11.03 List the advantages and disadvantages of business ownership.
11.04 Identify the risks involved in ownership of a business.
11.05 Identify the necessary personal characteristics of a successful entrepreneur.
11.06 Identify the business skills needed to operate a small business efficiently and effectively.
11.07 Describe basic types of retail business ownership.
11.08 Develop a plan to establish and open a fashion business.

12.0 OPERATE COMPUTERS UTILIZING SOFTWARE APPROPRIATE TO MARKETING--The student will be able to:

12.01 Demonstrate data entry procedures.
12.02 Demonstrate marketing spreadsheet data entry and output procedures.
12.03 Demonstrate marketing spreadsheet data decision-making skills.

FACILITIES

Design Criteria

The facility should provide space and learning stations to enable the instruction to meet program objectives. **Florida State Board of Education Rule 6A-2.32** specifies the size of space and occupancy design criteria that school districts or community colleges must follow in planning and designing facilities for Fashion Marketing programs. According to this rule, facility sizes recommended for a one-time occupancy design capacity of twenty students are as follows:

DEDICATED SPACE

	Per Student			Total (Based on 20 students)		
	Min.	Normal	Max.	Min.	Normal	Max.
Classroom	25	27	29	500	540	580
Laboratory	54	57	59	1080	1140	1180
Required Program Space				1580	1680	1760

For further information on space, refer to S.B.E. 6A-2.

Classroom/laboratory areas should be designed to accommodate Fashion Marketing work stations and equipment.

Suggested Equipment and Supplies

The following list indicates suggested equipment and supplies and is not comprehensive.

Blouse form
Bulletin board
Cabinet--mobile storage
Calculator--electronic
Cameras:
  Instant
  35mm
Cash register stand
Cash register terminal
Chalkboard
Computer
Computer printer
Computer table
Copy machine
Customer merchandiser
Display racks

Display window
Fashion trade journals
Hangers:
  Blouse
  Dress
  Lingerie
  Pants
  Suit
  etc.
Mannequins:
  Child
  Female
  Male
Mirrors:
  Full-length
  3-way
Paint and brushes
Paper cutter--large
Paper roll dispenser
Projector--Dukane filmstrip machine with cassette
Projector--film
Projector--overhead
Projector--screen
Shelf units
Sign-printing machine
Sound system
Stage--portable
Tables
Telephone
Television
Video camera
Video player
Video recorder

Safety

The Florida State Board of Education has established rules for the operation of public schools. **Chapter 6A-2** in *Educational Facilities: Public Schools and Community Colleges* contains the standards for existing educational facilities, with regard to such topics as electrical equipment, flammable materials, ventilation, fire safety, storage, and illumination.

Although no specific safety regulations have been mandated for Fashion Merchandising programs, there should be strict adherence to the general standards as outlined in these rules (e.g., first-aid kits in classrooms, adequate fire extinguishers, fire evacuation plan, etc.).

PERSONNEL CONSIDERATIONS

Student Learning Guide

A sample student learning guide is provided in the Appendix as an example for you to use when developing or adapting a set of learning guides or modules. This sample guide presents the major components of a competency-based student learning guide. For further information see the *Florida Vocational Program Implementation Guide*.

Student Organization Participation

The vocational student organization associated with the Fashion Marketing program is Distributive Education Clubs of America (DECA). This organization is cocurricular and is considered an integral part of the instructional program. The postsecondary division of Distributive Education Clubs of America is Delta Epsilon Chi.

Refer to the *Florida Vocational Program Implementation Guide* for more information.

Teacher Certification

Listed below are the certification coverages included in the current Course Code Directory for Fashion Marketing:

RETAILING 7	DIST ED @7	TEACH CDE @7
MKTG 1 2		

Professional Organizations and Support Services

American Vocational Association
1410 King Street
Alexandria, VA 22314

Distributive Education Clubs of America (DECA-Professional)
1908 Association Drive
Reston, VA 22091

Florida Association of Marketing Educators
(Contact the Occupational Program Director for information concerning this organization.)

Florida Vocational Association
1420 N. Paul Russell Road
Tallahassee, FL 32301

Marketing Education Association
Marketing Education Resource Center
Ohio State University
1375 King Avenue
P.O. Box 12226
Columbus, OH 43212-0226

Sources of Print and Audiovisual Materials and Software

Listed on the following pages are some sources of Fashion Marketing materials. Additional resources may be available from other sources, including professional and trade organizations. You are encouraged to seek catalogs from these firms so that you become familiar with materials available.

	Print	Audio-visual	Soft-ware
Harry N. Abrams, Inc. (HA)* 100 Fifth Avenue New York, NY 10011	X		
Appleton Century Crofts (ACC)* (Division of Prentice Hall)	X		
Arkansas Department of Education Division of Vocational Education Media Implementation Center 77011-12 Scott Hamilton Drive Little Rock, AR 72209		X	
Bennett & McKnight (B&M)* (Division of Glencoe)	X		
Bobbs-Merrill Company (B-M)* Division of MacMillan 866 Third Avenue New York, NY 10022 (800) 257-5755	X		
Burgess Publishing Co. (BUR)* (no address available)	X	X	X
Career Aids (CA)* 20417 Nordhoff Street Chatsworth, CA 91311 (818) 341-2535		X	X
Crown Publishers, Inc. (CR)* 225 Park Avenue, South New York, NY 10003	X		

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Soft-ware
Curriculum Publications Clearinghouse Western Illinois University Horrabin Hall 46 Macomb, IL 61455 (309) 298-1917	X		X
Dan River Dictionary Department 111 West 40th Street New York, NY 10018	X		
David and Charles, Inc. (D&C)* P. O. Box 257 North Pomfret, VT 05053	X		
Dover Publications, Inc. (DOV)* 180 Varick Street New York, NY 10014	X		
Drama Books (DR)* Box 816, Gracie Station New York, NY 10028	X		
E. P. Dutton (EPD)* New American Library P. O. Box 120 Bergenfield, NJ 07621	X		
Exeter Publishing Co. (EX)* P.O. Box 3075 Santa Monica, CA 90403	X		
Extension Instruction & Materials Center (EIMC)* University of Texas - Austin P.O. Box 7218 Austin, TX 78713-7218 (512) 471-7716	X		X
Fairchild Books and Visuals (FC)* 7 East Twelfth Street New York, NY 10003 (212) 741-4280	X	X	

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Software
Florida Department of Education Division of Vocational, Adult, and Community Education Dissemination Unit Florida Education Center Tallahassee, FL 32399 (904) 488-3860	X		
Folger Shakespeare Library (FSL)* 201 East Capitol Street SE Washington, DC 20003	X		
Funk and Wagnalls (F&W)* (Division of Harper & Row Publishers)	X		
Glencoe Publishing Company (GLN)* Front and Brown Streets Riverside, NJ 08075 (800) 257-5755	X	X	
Harper and Row Publishers (H&R)* Keystone Industrial Park Scranton, PA 18512 (800) 242-7737	X		
Holt, Rinehart and Winston (HRW)* (Division of Harcourt Brace Jovanovich)	X		
Home Economics Curriculum Center (HEC)* Texas Tech University Box 4067 Lubbock, TX 79409 (806) 742-3028	X		
Intelligent Software 562 Boston Avenue Bridgeport, CT 06610 (800) 232-2224			X
Joint Council on Economic Education 432 Park Avenue South New York, NY 10016 (212) 685-5499			X

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Software
Learning Corporation of America Distributed by Coronet/MTI Film and Video 108 Wilmot Road Deerfield, IL 60015-0226 (800) 621-2131		X	
MacMillan Publishing Co. (MM)* Front and Brown Streets Riverside, NJ 08075	X		
Marketing Education Resource Center P.O. Box 12226 Columbus, OH 43212-0226 (614) 486-6708	X		X
McGraw Hill Publishing Company/ (MGH)* Gregg Division P.O. Box 401 Hightstown, NJ 08520 (800) 334-7344	X	X	X
Milady Publishing Corporation (MPC)* Division of MPC Educational Publishers 3839 White Plains Road Bronx, NY 10467-5394 (800) 223-8055	X		
Minnesota Curriculum Services Center 3554 White Bear Avenue White Bear Lake, MN 55110 (612) 770-3943	X		
Modern Talking Picture Service 5000 Park Street St. Petersburg, FL 33709 (813) 541-7571		X	
William Morrow and Co. (WM)* Witmor Warehouse 39 Plymouth Street Fairfield, NJ 07006	X		

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Software
National Innovative Media Company Route 2, Box 301B Calhoun, KY 42327 (800) 962-6662		X	X
National Retail Merchants Association 100 West 31st Street New York, NY 10001 (212) 244-8780	X	X	
National Textbook Co. (NT)* 4255 West Touhy Avenue Lincolnwood, IL 60646 (800) 323-4900	X		
New York City Board of Education Division of Curriculum and Instruction 131 Livingston Street, Room 613 Brooklyn, NY 11201	X		
Plays (PL) (no address available)	X		
Prentice-Hall (P-H)* Division of Simon and Schuster 200 Old Tappan Road Old Tappan, NJ 07675 (212) 373-8820	X		
Reinhold Book Corp. (RBC)* (no address available)	X		
Schocken Books, Inc. (SCH)* 201 East 50th Street New York, NY 10022	X		
Science Research Associates 1540 Page Mill Road Palo Alto, CA 94303	X		
Science Research Associates 155 North Wacker Drive Chicago, IL 60606 (312) 984-7000			X

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Soft-ware
Scott, Foresman & Co. (SF)* 900 East Lake Avenue Glenview, IL 60025	X		
Charles Scribner's Sons (CSS)* 866 Third Avenue New York, NY 10022	X		
Sears, Roebuck and Company (SR)* Sears Tower, BSC 40-08 Department 703 Chicago, IL 60684	X	X	
Simon and Schuster (S&S)* 1230 Avenue of the Americas New York, NY 10020	X		
Southeast Curriculum Coordination Network P.O. Drawer DX Mississippi State, MS 39762 (601) 325-2510	X		
South-Western Publishing Company (S-W)* 5101 Madison Road Cincinnati, OH 45227 (513) 271-8811	X		X
SRA/Pergamon (S/P)* Business and Technical Division 1999 Shepard Road St. Paul, MN 55116	X		
Stewart, Tabori and Chang (STC)* 740 Broadway New York, NY 10003	X		
Teaching Aids P.O. Box 1798 Costa Mesa, CA 92628-1798 (714) 548-9321		X	X
Ungar Publishing Co. (UNG)* (Division of Harper and Row)	X		

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

	Print	Audio-visual	Software
Video Fashion 1 West 37th Street New York, NY 10018 (212) 869-4666		X	
Viking Press (VK)* (no address available)	X		
Virginia Vocational Curriculum and Resource Center 2200 Mountain Road Glenn Allen, VA 23060-2208 (804) 262-7439	X		
Vocational Media Associates Box 1050 Mount Kisco, NY 10549-0050 (800) 431-1242		X	
John Wiley and Sons (JWS)* Eastern Distribution Center 1 Wiley Drive Somerset, NJ 08873 (800) 526-5368	X		

*Publisher abbreviations used in the following section, Teacher-Recommended Materials.

Teacher-Recommended Materials

Author	Title	Publisher*	Date
Adams, James	*Naked We Came: A More or Less Lighthearted Look at the Past, Present, and Future of Clothes*	HRW	1967
Barbier, George, et al.	*Parisian Costume Plates in Full Color (1912-1914)*	DOV	1982
Barsis, Max	*The Common Man Through the Centuries: A Book of Costume Drawings*	UNG	1973
Batterberry, Michael	*Mirror, Mirror: A Social History of Fashion*	HRW	1977
Beaulieu, Robert J.	*Fashion Textiles and Laboratory Workbook,* Instructor's Guide, 3rd ed.	GLN	1986
Bigelow, Marybelle	*Fashion In History: Western Dress, Prehistoric to Present*	BUR	1979
Black, J. A., and Garland, M.	*A History of Fashion* (rev. ed.)	WM	1980
Blum, Stella	*Victorian Fashions and Costumes from Harper's Bazaar*	DOV	1974
Blum, Stella, ed.	*Paris Fashions of the Eighteen Nineties*	DOV	1984
Bradley, Carolyn	*Western World Costume, an outline history*	ACC	1954
Bradshaw, Angela	*World Costumes* (142 drawings)	MM	1952
Broby-Johansen, Rudolph	*Body and Clothes*	RBC	1968
Crawford, Lucy; Lynch, Richard L.	*Finance and Credit,* 1st ed.	MGH	1978
Davenport, Millia	*The Book of Costume*	CR	1964

*See list of Sources for publisher information.

Author	Title	Publisher*	Date
Dobler, Roslyn	*Opportunities in Fashion*	NT	1980
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Elle
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Glamour
Harper's Bazaar
National Beauty School Journal
Seventeen
Taxi
Town and Country
Vogue
W (biweekly)
Woman's Wear Daily

FEIS Services

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APPENDIX

SAMPLE STUDENT LEARNING GUIDE

FASHION DESIGNERS

Mercnandising LAP 60

KEY TOPICS

Role of the Fashion Designer
Impact of the Designer Name
Significant American Designers
Important Foreign Designers

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OBJECTIVES

A Describe the role of designers in the fashion industry.

B Describe the importance of designer names in interpreting product value to customers.

Competency Number: ME:C 001

INSTRUCTIONS:

Primary Activities: The first set of learning activities begins on the next page. Read the information sheets, respond to the review questions, and complete the project assignments in the order in which they are presented. All answer guides are located in the back of the LAP.

Alternate Activities: Beginning on page 17, you will find a second set of learning activities also designed to help you achieve the stated objectives. The alternate set includes specific readings in outside resources, as well as appropriate project assignments.

Glossary: A glossary which defines all key terms used in this LAP is provided on page 19.

Practice Test: A test is included on the last page of the LAP so that you can determine whether or not you are capable of achieving the stated objectives. This test can be taken either before or after completing any of the learning activities contained in the LAP.

Acknowledgements

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IDECC: The Ohio State University

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ROLE OF THE FASHION DESIGNER

People have been fascinated with wearing fashionable clothing for many years. In fact, there were even famous fashion designers in Europe as early as 1700. These well-known, respected designers made beautiful and extravagant clothes for royalty and wealthy court members. There was great competition among the wealthy to look outstanding and to attract attention at court. The designers served those who had the time and money to indulge in the pleasant luxury of fashionable dress.

This tradition has continued through the years in the **haute couture** (high fashion) houses of Paris. The famous houses, headed by designers such as Cardin, Chanel, Dior, and Givenchy, have long been recognized as the fashion leaders of the world. They have continued to serve the needs of the very wealthy who are able to purchase ultra-expensive, handmade garments every season. The renowned fashion designers who head these houses are referred to as **"couturiers."**

Designer Collections

Twice a year, each couturier develops a **"collection"** of approximately fifty new designs and conducts a spectacular fashion show to present them to the public. Attending these special showings are private customers (celebrities and socialites who generate about 75% of the couture business), members of the press, and top leaders from the fashion industry. The latter group attends these showings regularly to identify new ideas or changes in fashion, and to buy and copy the designs of the famous couturiers.

These elaborate showings are done in a most elegant and expensive manner. Through them, the design houses try to develop unique "personalities" and names that are highly respected among the followers of fashion. During the rest of the year, houses are busy filling the orders from private customers for handmade garments and designing new fashions for the next season.

ROLE OF THE FASHION DESIGNER (cont'd)

Men's Fashions

Historically, the designers of men's clothing have never been as well-known or respected in the fashion world as have the designers of women's clothing. This is primarily because men's designers did not stage the splashy fashion shows and, therefore, did not receive the benefits of all the resulting publicity. The men's ready-to-wear industry, however, is older than the women's and has an established fashion leadership in London and in the United States.

Recently, the designers have been encouraging a great many more changes in men's fashions, although they still do not experience the dynamic changes that occur in women's fashions. Pierre Cardin was one of the first name designers to enter the area of men's clothing, and he found it to be very profitable. Others quickly followed and men's clothing became much less conservative and much more fashion-oriented.

Value of the Designer's Name

Designers are responsible for the creation of new styles and for the selection of materials and colors with which to execute the new designs. They seek to interpret the attitudes of the times and to provide consumers with an unending array of new ideas. If they are successful, they influence fashion. The names of the successful designers become known around the world. Consumers come to rely on the designer's name as a guarantee of fashionable merchandise — often without knowing any more about the designer than his/her name.

The names of many successful designers have become so influential that they have been able to extend their interests into marketing items which are related to their original lines. One of the first to do so was Coco Chanel, well-known for her introduction of practical "work-clothes" for women. She made costume jewelry socially acceptable and also introduced the first related product that she did not design herself, the Chanel No. 5 perfume. Successful designers may license all kinds of products to use their names. Pierre Cardin has his name on more than 285 products. Anne Klein and Co. sells over $100 million worth of lingerie, linens, towels, accessory items, fragrances, children's clothing, and men's clothing each year. This practice has greatly increased the financial success of these respected designers. Although it usually only involves the use of a designer's name by a manufacturer, it conveys to consumers the same assurance of fashion quality and elegance that the image of the original line conveyed.

THE IMPACT OF FASHION DESIGNERS

Why are people so concerned with fashionable clothing? Many would be quick to point out that our clothes fill **rational needs** and serve a useful, practical purpose. They would have to admit, however, that a number of **emotional needs** also influence our selection of clothing to a great extent. The need to belong, the need to be respected, and the need for newness and change are some of the emotional factors which affect our personalities and our attitudes toward fashion.

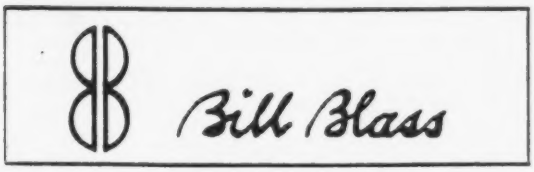
Today's fashion customers come in many different types. There are the so-called **"fashion leaders"** who can be counted on to always wear the very latest and most talked-about items. These leaders set the pace and establish trends for others who follow. **"Fashion followers"** want to be seen as attractive and up-to-date in the eyes of their friends and business acquaintances.

Fashion designers are unique and interesting people whose creative ideas have added much excitement to the art of dressing. Successful designers are also smart business people who understand their customers' needs and who are skilled at predicting their preferences in fashion. Fashion designers create an exciting world of artistic effects that capitalize on our emotional natures — particularly our desire to be admired by others. Although they create many new and different items for each collection, designers try to develop a unique image which consistently appeals to a relatively stable group of customers. In this way, designers form their own "followings" of customers. They depend upon these customers to continue to buy from their collections and to constantly build and replenish wardrobes which have certain distinctions unique to particular designers. Designers understand that customers, even among the most extravagant fashion leaders, wear the fashions of previous seasons, as well as current ones.

THE IMPACT OF FASHION DESIGNERS (cont'd)

Blass

Blass has long been one of the most respected figures in the American fashion industry. He is particularly noted for winning the first Coty Award given for men's wear. His style in both men's and women's clothing is very sophisticated. In addition to licensing the use of his name on many related items, Blass has his own ready-to-wear firm and produces sportswear under the label "Blassport."



Trigère

Trigère migrated from Paris to America in 1937 and went to work with Hattie Carnegie. She is known for her highly original designs and the dramatic look of her fashions. She is particularly noted for her capes.

Cassini

Cassini was Jackie Kennedy Onassis's personal designer while she was our nation's First Lady. He created the "Jackie Look" during the days of John F. Kennedy's presidency. His styles are known for their emphasis on a woman's natural curves and thus enhance femininity.

Norell

Norell started his career in fashion by designing costumes for vaudeville and built an enviable reputation as a Hollywood designer. He was very concerned about his creations becoming obsolete too quickly and, therefore, emphasized simplicity in designs and fabrics. A "Norell" is usually regarded as timeless.

Calvin Klein

This famous designer is well-known for bringing the couture look to American sportswear. The fact that he won the Coty Award three years straight should give you an idea of how successful his designs have been.

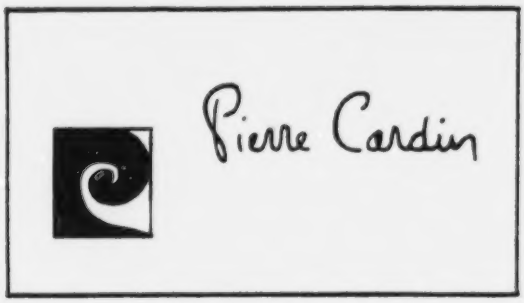
McCardell

She departed from Paris traditions and sougnt to create clothes which were comfortable as well as stylish. McCardell is noted for creating two classic designs: the shirtwaist dress and the unpressed pleated skirt. These works remain popular today. She is also regarded as the originator of the "Casual American Look" in sportswear.

THE IMPACT OF FASHION DESIGNERS (cont'd)

Cardin

In 1960, Cardin became the first Parisian couturier to produce a full line of women's ready-to-wear. In 1964, he also started a complete line of men's custom and ready-to-wear clothing. Cardin is quite well-known and has licensed the use of his name on a great number of products. He has even influenced industrial design; you can find his name on everything from sewing machines to automobiles.

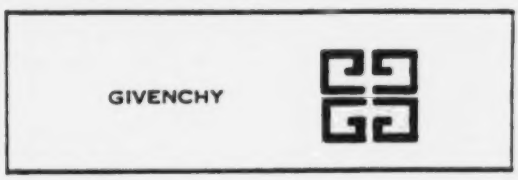


Courrèges

This designer is generally known for the "architectural look" of his clothing. He became well-known for his design of the mini-skirt in 1965. The hemlines on these skirts were three inches above the knee. Courrèges was also responsible for introducing the wearing of boots with these very short skirts.

Givenchy

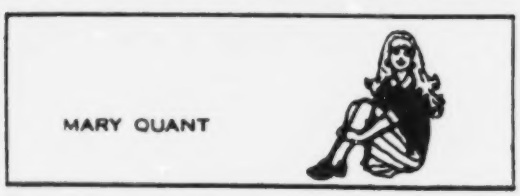
Givenchy is recognized as one of the very top French couturiers today. The most prominent characteristic of his designs is their attractive simplicity. He is also well-known for his work in the motion picture industry. You may recall seeing his creations on Audrey Hepburn in "Breakfast at Tiffany's."



BRITISH DESIGNERS

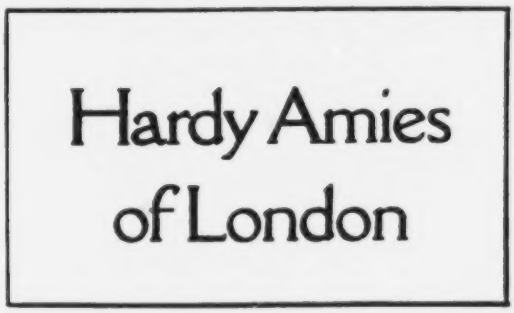
Quant

Quant rose to prominence as a designer during the 1960s when she emphasized youthful styles such as pinafores, pleated skirts, and tunics. During that period, most of the fashion industry was involved in the youth movement and clothing was being designed primarily around the tastes and preferences of 15-25 year old persons. Quant believed that fashion should be a great deal of fun and that it should be affordable for the person of average means.



Amies

Amies is a rather traditional designer who believes that fashion should change slowly and gradually. He presents collections of men's and women's lines each season. His distinctive label bears the phrase "By Appointment to Her Majesty the Queen, Dressmakers."



THE IMPACT OF FASHION DESIGNERS (cont'd)

Review Questions

1. List three emotional needs that might affect our attitudes toward fashion.

2. Describe the so-called "fashion leader."

3. Describe the so-called "fashion follower."

4. List three reasons for the increasing popularity of being "in fashion."

5. Listed below are 23 famous designer names. Can you identify at least one interesting fact associated with each name?

Hattie Carnegie	Oscar de la Renta	Halston
Pauline Trigere	Missoni	Pierre Cardin
Norman Norell	Bill Blass	Hardy Amies
Oleg Cassini	Christian Dior	Calvin Klein
Mary Quant	Emilio Pucci	Givenchy
Geoffrey Beene	Courrèges	Coco Chanel
Clair McCardell	Gucci	Yves St. Laurent
Anne Klein	Valentino	

6. Why are fashion designers important to the sale of apparel and accessories?

Project Assignment

Complete "**The Fashion Puzzle**" on page 14. You will find a variety of clues for the puzzle on pages 15-16. After you have completed the puzzle, check your responses with the **answer guide** on page 18.

THE FASHION PUZZLE

CLUES

Directions: Complete **"The Fashion Puzzle"** on a copy of the blank puzzle or on a separate sheet of paper. When you have finished, compare your responses with those given in the **answer guide** on page 18.

Across

1. The French term for "high fashion" is "haute _____."
2. A successful designer can increase his/her financial _____ by licensing the use of his/her name on all kinds of products.
7. Fashion industry _____ attend special designer showings to identify new ideas in fashion and to buy and copy the new creations.
9. Each fashion designer tries to develop a _____ or image that people will associate with his/her name.
11. Many influential designers market a variety of items _____ to their original lines.
14. _____ was one of the first name designers to enter the area of men's clothing.
15. A renowned designer who heads a famous French design house is usually referred to as a(n) _____.
16. A salesperson is likely to sell _____ of a particular type of jeans if there is a designer's name associated with them.
18. The private customers who purchase the handmade designer creations are mainly wealthy _____ and socialites.
21. Last name of the American designer who won the first Coty Award for men's fashions.
22. Through its designs and its spectacular fashion shows, a famous couture house tries to develop a unique _____.
25. Dior is to France _____ Halston is to America.
27. Our purchase of fashionable apparel is often associated with emotional _____.
28. Consumers tend to _____ on designers to assure their dress is fashionable.
29. Designers' names generally increase _____.
32. The men's ready-to-wear industry is much _____ than the women's ready-to-wear industry.
33. First word of the Frencn term for high fashion.
34. Designers help _____ merchandise.
35. Designers _____ the needs of the public when they create successful fashions.

(Continued)

INSTRUCTIONS FOR ALTERNATE ACTIVITIES

Begin by reading at least one of the resources identified for each objective. When you have finished reading, complete the project assignment which follows.

Recommended Readings

A Pages 94, 98-102, 105-117, Fashion Innovation and Marketing. Greenwood, K.M.; Murphy, M.F., MacMillan Publishing Co., Inc., 1978.

Pages 160-162, Fashion Merchandising. Troxell, M.D., McGraw-Hill Book Co., 2nd ed., 1976.

Pages 103-108, 121-125, 143, and 162, Marketing Today's Fashions. de Paola, H.; Mueller, C.S., Prentice-Hall, 1968.

B Pages 108-118, 127-132, 146-152, 167-174, Marketing Today's Fashions. de Paola, H.; Mueller, C.S., Prentice-Hall, 1968.

Pages 41-42, 120-213, World of Fashion. Anderton, M., Distributive Education Materials Laboratory, The Ohio State University, 1975.

Project Assignment

As you read, develop a notebook on the world's most famous fashion designers. Your notebook should include at least one page for each notable designer that you are able to identify. You might want to prepare a brief story about each designer; include interesting information, pictures of each designer, pictures or sketches of some of their designs, and an example of their label or logo. In addition to the resources identified above, you will also want to refer to several popular fashion magazines to get information and ideas for your project. You might even find some articles about several of the designers.

Refer to the list of famous designer names on page 13 as a guide to persons you might want to include in your notebook.

Finally, in the back of your notebook, write a short answer to each of the review questions for objective A (page 6) and for objective B (page 13).

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Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

DVACE/07/90/400 12345789/9987654320 ME 152 BK 90

CAREER MERIT ACHIEVEMENT PLAN (CAREER MAP)

FASHION MARKETING

(ME08.010200)

STUDENT'S NAME

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Date Started _____

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- Salesperson, General Merchandise (279.357-054)
- Salesperson, Men's and Boys' Clothing (261.357-050)
- Salesperson, Women's Apparel and Accessories (261.357-0066)

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***This MAP contains shortened standards. The full text of every standard in this program can be found in the Appendix.**

OVERVIEW

This Career MAP includes the competencies required for entry into the work force as a fashion marketer. Business and industry representatives have recommended that students in this field master these competencies in order to become employable. Local education agencies (LEAs) may adapt these competencies to meet their work-force needs.

Purposes of the MAP

The purposes of the MAP are to display the student performance standards (SPSs) required by the LEA and to document the level of achievement on SPSs that the student demonstrates. This MAP contains some shortened standards. The full text of every standard can be found in the Appendix.

How to Use the MAP

Administrator and Instructor. The administrator and instructor can use Career MAPs in curriculum planning, program updating and improvement, and teacher recruitment, selection, and updating. If the LEA changes or adds SPSs, the revised or additional SPSs should be included in the blank boxes that appear within each intended outcome or at the end of this MAP.

Instructor. The instructor can use Career MAPs to keep track of student progress on SPSs. By periodically reviewing the ratings on standards, the instructor can identify a student's strengths and weaknesses and on that basis identify the skills for which the student needs remedial instruction or advanced training. MAPs can also be useful in student counseling and evaluation.

Co-op Instructor/Employer. The employer who sponsors a co-op program should use the Career MAP for keeping a record of the student's performance on appropriate standards. The MAPs will also help the co-op instructor/employer in counseling and evaluating the student.

Student. The student may use the MAP to show potential employers the performance standards he or she has mastered. In order to present a complete record, the student should encourage the co-op instructor/employer to rate his or her level of achievement on all the appropriate SPSs and to fill in the verification form in the back of this MAP.

Employer. The MAP shows an employer the SPSs mastered by the student (a prospective employee) and the proficiency level achieved on each one. This information can help the employer make decisions about hiring, job assignments, and job-training needs.

Rating Student Performance

Performance Competencies. Ratings on SPSs should be based upon business/industrial performance standards. The evaluator observes and evaluates student performance as he or she would in the role of the employer or supervisor.

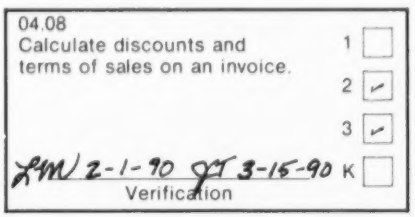
For each skill listed, the learner receives a rating of 1, 2, or 3. Each rating indicates a particular level of achievement:

1 = Learner demonstrates knowledge and understanding of this SPS, but is not yet able to apply that knowledge or understanding.

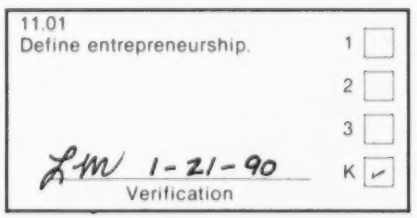
2 = Learner performs this SPS satisfactorily with only periodic supervision.

3 = Learner performs this SPS satisfactorily without supervision.

Whenever a performance standard is demonstrated, the instructor checks the appropriate rating box (1, 2, or 3) and initials and dates the verification line. If the student later demonstrates a higher level of achievement on a performance competency, the instructor checks the higher level and then enters his or her initials and the new date on the verification line, as shown in the following example:



Knowledge Competencies. For each SPS that is a knowledge competency only, with no manipulative skill involved, only one level of achievement is possible. If the student masters the competency, he or she receives a check in the bottom box ("K"), as shown below:



NOTE: An SPS without a checked rating indicates that the learner has not mastered the standard from lack of ability, time, opportunity, or need (the student's area of specialization may not have required it).

01.0 DEMONSTRATE EMPLOYABILITY SKILLS.

01.01 Conduct a job search. 1 2 3 K Verification	01.02 Secure information about a job. 1 2 3 K Verification	01.03 Identify documents that may be required when applying for a job. 1 2 3 K Verification
01.04 Complete a job application form correctly. 1 2 3 K Verification	01.05 Demonstrate competence in job interview techniques. 1 2 3 K Verification	01.06 Identify or demonstrate appropriate responses to criticism from employer, supervisor, or other persons. 1 2 3 K Verification
01.07 Identify acceptable work habits. 1 2 3 K Verification	01.08 Demonstrate knowledge of how to make job changes appropriately. 1 2 3 K Verification	01.09 Demonstrate acceptable employee health habits. 1 2 3 K Verification
01.10 Demonstrate businesslike appearance. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

02.0 DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING.

02.01 Develop and use a personality inventory for personal improvement. 1 2 3 K Verification	02.02 Exhibit the ability to get along with others. 1 2 3 K Verification	02.03 Exhibit courtesy to customers, co-workers, and supervisors. 1 2 3 K Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

03.0 DEMONSTRATE COMMUNICATION SKILLS.

03.01 Demonstrate telephone etiquette. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.02 Speak effectively to customers, co-workers, supervisors, and vendors using proper grammar and terminology. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	03.03 Demonstrate good listening skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
03.04 Write a business letter and a thank-you note. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.0 PERFORM MERCHANDISING MATH OPERATIONS UNIQUE TO FASHION MARKETING.

04.01 Perform addition, subtraction, multiplication, and division. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.02 Complete problems using percentages, decimals, and fractions in sales transactions. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.03 Demonstrate procedures for making change, approving credit, and accepting and approving a check in a sales transaction. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
04.04 Calculate markdown on merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.05 Calculate markup on merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	04.06 Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss-leader pricing. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

04.07 Calculate stock turnover. 1 2 3 K Verification	04.08 Calculate discounts and terms of sales on an invoice. 1 2 3 K Verification	04.09 Calculate sales productivity. 1 2 3 K Verification
04.10 Calculate sales per hour. 1 2 3 K Verification	04.11 Calculate average items and average dollars per transaction. 1 2 3 K Verification	04.12 Demonstrate procedures for opening and closing a terminal bank. 1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

05.0 DEMONSTRATE BASIC ECONOMIC PRINCIPLES.

*See Appendix

05.01 Describe the channels of distribution. 1 2 3 K Verification	05.02 Explain the role of marketing in the free enterprise system. 1 2 3 K Verification	05.03 Explain the role of the profit motive in the marketing of fashion products. 1 2 3 K Verification
05.04 Identify the functions of marketing. 1 2 3 K Verification	05.05 Explain the elements in the marketing mix, including price, product promotion, and place. 1 2 3 K Verification	05.06* Identify current trends that have developed in fashion marketing . . . and the importance of these trends on fashion merchandising. 1 2 3 K Verification
05.07 Describe the concept of supply and demand. 1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification
1 2 3 K Verification	1 2 3 K Verification	1 2 3 K Verification

06.0 DEMONSTRATE MERCHANDISING SKILLS.

*See Appendix.

06.01 Perform basic stockkeeping techniques, such as sorting by color, size, and/or classification, and cleaning merchandise fixtures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.02 Demonstrate initiative in maintaining stock in tasks such as rehanging merchandise, studying hangtags, and restocking merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.03 Demonstrate the sales-promotion technique of locating advertised merchandise on the selling floor. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.04 Take merchandise inventory. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.05 Assist in the planning and presentation of fashion shows; include steps, purposes, and types of shows. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.06* Assist in the preparation of merchandise displays . . . and appropriate displays for given types of merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
06.07 Plan a promotional campaign for a fashion product or line to include several media, a promotional mix, and evaluation of effectiveness. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	06.08 Demonstrate ability to follow a floor plan. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

07.0 UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES.

*See Appendix.

07.01* Demonstrate an effective sales presentation, to include steps of sale . . . and feature-benefit analysis; closing the sale; and suggestion selling. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.02 Handle different customer types, such as the casual looker, the decided customer, and the undecided customer. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.03* Demonstrate completing the sales transaction, including method of payment . . . and taking leave of the customer. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
07.04 Demonstrate methods of building customer clientele and repeat business, including customer call files, appointment selling, etc. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.05 Perform comparative shopping and critique others' levels of customer service. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	07.06 Demonstrate appropriate product knowledge. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

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1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

08.0 PRACTICE MARKETING OPERATIONAL TECHNIQUES.

08.01 Practice accident prevention in work situations. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.02 Demonstrate receiving and checking techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	08.03 Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
08.04 Identify procedures for and demonstrate employees' role in preventing internal loss. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.0 APPLY PRODUCT AND SERVICE TECHNOLOGY.

09.01 Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.02 Demonstrate fashion principles in the merchandising of fashion products. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.03 Identify different types of fabric construction. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
09.04 Identify natural and man-made materials utilized in fashion products, including finishes and care techniques. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.05 Identify designers who have had a major influence on fashion. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	09.06 Identify past, present, and future styles of fashion products. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification

09.07
Explain the importance of brand names in marketing fashion products.

1 ☐
2 ☐
3 ☐
K ☐

Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

10.0 PLAN A CAREER OBJECTIVE IN THE FIELD OF FASHION MARKETING.

*See Appendix.

10.01*
Develop a plan for pursuing a specific career in fashion marketing . . . and steps for reaching career goals in the chosen career.

1 ☐
2 ☐
3 ☐
K ☐

Verification

10.02
Demonstrate the competencies required at entry level in a chosen fashion marketing position.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.0 DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

11.01
Define entrepreneurship.

1 ☐
2 ☐
3 ☐
K ☐

Verification

11.02
Describe the importance of entrepreneurship to the American economy.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.03
List the advantages and disadvantages of business ownership.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.04
Identify the risks involved in ownership of a business.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.05
Identify the necessary personal characteristics of a successful entrepreneur.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.06
Identify the business skills needed to operate a small business efficiently and effectively.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification

11.07 Describe basic types of retail business ownership. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	11.08 Develop a plan to establish and open a fashion business. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

12.0 OPERATE COMPUTERS UTILIZING MARKETING SOFTWARE.

12.01 Demonstrate data entry procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	12.02 Demonstrate marketing spreadsheet data entry and output procedures. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification	12.03 Demonstrate marketing spreadsheet data decision-making skills. 1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

FASHION MARKETING

COOPERATIVE WORK EXPERIENCE COMPETENCIES.

1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification
1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification	1 ☐ 2 ☐ 3 ☐ K ☐ Verification

FASHION MARKETING

VERIFICATION

Each instructor who rates this student on competencies in this MAP should fill in one of the boxes below.

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

Initials _____ Signature _____

Title _____

School Name _____

School Address _____

MARKETING COOPERATIVE EDUCATION
ON-THE-JOB EXPERIENCES

In addition to classroom training and laboratory performance identified on the Career MAP, this student has participated in cooperative on-the-job experiences with the following employers.

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

Dates _____ Employer _____

Employer's Address _____

_____

Supervisor _____

Supervisor's Title _____

NOTES AND COMMENTS

This section of the MAP is provided for the instructor, employer, or student to list additional qualifying statements or other pertinent information. All comments should be initialed for verification.

APPENDIX

Below is a listing of all outcomes and student performance standards for Fashion Marketing.

01.0
DEMONSTRATE EMPLOYABILITY SKILLS.

01.01
Conduct a job search.

01.02
Secure information about a job.

01.03
Identify documents that may be required when applying for a job.

01.04
Complete a job application form correctly.

01.05
Demonstrate competence in job interview techniques.

01.06
Identify or demonstrate appropriate responses to direction and criticism from employer, supervisor, or other persons.

01.07
Identify acceptable work habits.

01.08
Demonstrate knowledge of how to make job changes appropriately.

01.09
Demonstrate acceptable employee health habits.

01.10
Demonstrate businesslike appearance.

02.0
DEMONSTRATE THE HUMAN RELATIONS SKILLS NECESSARY FOR SUCCESS IN MARKETING.

02.01
Develop and use a personality inventory for personal improvement.

02.02
Exhibit the ability to get along with others.

02.03
Exhibit courtesy to customers, co-workers, and supervisors.

03.0
DEMONSTRATE COMMUNICATION SKILLS.

03.01
Demonstrate telephone etiquette.

03.02
Speak effectively to customers, co-workers, supervisors, and vendors using proper grammar and terminology.

03.03
Demonstrate good listening skills.

03.04
Write a business letter and a thank-you note.

04.0
PERFORM MERCHANDISING MATH OPERATIONS UNIQUE TO FASHION MARKETING.

04.01
Perform addition, subtraction, multiplication, and division.

04.02
Complete problems using percentages, decimals, and fractions in sales transactions.

04.03
Demonstrate procedures for making change, approving credit, and accepting and approving a check in a sales transaction.

04.04
Calculate markdown on merchandise.

04.05
Calculate markup on merchandise.

04.06
Complete pricing problems involving fixed or variable pricing, odd-cent pricing, and loss-leader pricing.

04.07
Calculate stock turnover.

04.08
Calculate discounts and terms of sales on an invoice.

04.09
Calculate sales productivity.

04.10
Calculate sales per hour.

04.11
Calculate average items and average dollars per transaction.

04.12
Demonstrate procedures for opening and closing a terminal bank.

05.0
DEMONSTRATE BASIC ECONOMIC PRINCIPLES.

05.01
Describe the channels of distribution.

05.02
Explain the role of marketing in the free enterprise system.

05.03
Explain the role of the profit motive in the marketing of fashion products.

05.04
Identify the functions of marketing.

05.05
Explain the elements in the marketing mix, including price, product promotion, and place.

05.06
Identify current trends that have developed in fashion marketing in the past ten years, including the fashion cycle, and forecasting, and the importance of these trends on fashion merchandising.

05.07
Describe the concept of supply and demand.

06.0
DEMONSTRATE MERCHANDISING SKILLS.

06.01
Perform basic stockkeeping techniques, such as sorting by color, size, and/or classification; using the appropriate hanger; and cleaning merchandise fixtures.

06.02
Demonstrate initiative in maintaining stock, as in tasks such as rehanging merchandise, studying hangtags, and restocking merchandise.

06.03
Demonstrate the sales-promotion technique of locating advertised merchandise on the selling floor.

06.04
Take merchandise inventory.

06.05
Assist in the planning and presentation of fashion shows; include steps, purposes, and types of shows.

06.06
Assist in the preparation of merchandise displays by demonstrating knowledge of design principles and elements, kinds of displays, patterns of arrangement, color principles, and appropriate displays for given types of merchandise.

06.07
Plan a promotional campaign for an apparel/accessory item or line to include several media, a promotional mix, and evaluation of effectiveness.

06.08
Demonstrate ability to follow a floor plan.

07.0
UTILIZE EFFECTIVE SELLING TECHNIQUES AND PROCEDURES.

07.01
Demonstrate an effective sales presentation, to include steps of sale . . . and feature-benefit analysis; closing the sale; and suggestion selling.

07.02
Handle different customer types, such as the casual looker, the decided customer, and the undecided customer.

07.03
Demonstrate completing the sales transaction, including method of payment; the proper way to fold, wrap, and bag merchandise after sale; and taking leave of the customer.

07.04
Demonstrate methods of building customer clientele and repeat business, including customer call files, appointment selling, etc.

07.05
Perform comparative shopping and critique others' levels of customer service.

07.06
Demonstrate appropriate product knowledge.

08.0
PRACTICE MARKETING OPERATIONAL TECHNIQUES.

08.01
Practice accident prevention in work situations.

08.02
Demonstrate receiving and checking techniques.

08.03
Demonstrate techniques for preventing security problems, including correct procedures for recognizing and monitoring potential shoplifters.

08.04
Identify procedures for and demonstrate employees' role in preventing internal loss.

09.0
APPLY PRODUCT AND SERVICE TECHNOLOGY.

09.01
Demonstrate appropriate techniques and terminology for selling apparel and accessories, house furnishings, and other fashion merchandise.

09.02
Demonstrate fashion principles in the merchandising of fashion products.

09.03
Identify different types of fabric construction.

09.04
Identify natural and man-made materials utilized in fashion products, including finishes and care techniques.

09.05
Identify designers who have had a major influence on fashion.

09.06
Identify past, present, and future styles of fashion products.

09.07
Explain the importance of brand names in marketing fashion products.

10.0
PLAN A CAREER OBJECTIVE IN THE FIELD OF FASHION MARKETING.

10.01
Develop a plan for pursuing a specific career in fashion marketing, including training and educational requirements, needed skills and abilities, and steps for reaching career goals in the chosen career.

10.02
Demonstrate the competencies required at entry level in a chosen fashion marketing position.

11.0
DEMONSTRATE AN UNDERSTANDING OF ENTREPRENEURSHIP.

11.01
Define entrepreneurship.

11.02
Describe the importance of entrepreneurship to the American economy.

11.03
List the advantages and disadvantages of business ownership.

11.04
Identify the risks involved in ownership of a business.

11.05
Identify the necessary personal characteristics of a successful entrepreneur.

11.06
Identify the business skills needed to operate a small business efficiently and effectively.

11.07
Describe basic types of retail business ownership.

11.08
Develop a plan to establish and open a fashion business.

12.0
OPERATE COMPUTERS UTILIZING MARKETING SOFTWARE.

12.01
Demonstrate data entry procedures.

12.02
Demonstrate marketing spreadsheet data entry and output procedures.

12.03
Demonstrate marketing spreadsheet data decision-making skills.

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